HYBRID LEARNING AT UT
A SHOWCASE AND PANEL DISCUSSION
Part 1: The Hybrid Process at UT

What, Why, & How
WHAT is HYBRID?

Hybrid (aka Blended) Learning is a course delivery model where some portion of the course occurs online, and some portion face to face.

https://www.flickr.com/photos/keoni101/7069578953
WHAT is HYBRID?

At UT, the standard is **UP TO** 50% online and the remainder face-to-face (f2f), with the typical mix being a 50/50 split.
**What is Hybrid?**

Current Hybrid Offerings

- Summer Sessions
- Select Programs
WHAT IS HYBRID?

Current Hybrid Models

• Traditional
• Compact Residency
WHAT IS HYBRID?

Courses are reviewed using a 16 item rubric

- Approved by the HCRC and
- Based on existing rubrics (QM, ION, etc.)
Why Do We Have Hybrid at UT?

A recognition of the evolving nature of higher education, as well as the need to grow our programs and increase student access, led to the development of hybrid models.
Why Do We Have Hybrid at UT?

UT’s commitment to high-quality instruction demands that hybrid offerings are well designed and taught by instructors who are comfortable with best practices in hybrid instruction.
How Can I Get Started?

4 Steps:

1. Consult your Department Chair/Program Director
2. Complete Quality Matters: Designing Your Blended Course
3. Complete New Teaching Institute (NTI)
4. Submit Course to Hybrid Course Review Committee
1. Consult your Department Chair/Program Director
   a. Course must already be approved by curriculum committee
   b. Consult with Gary Simon about Summer Scheduling options
   c. Please plan on teaching course at least 2 summers
How Can I Get Started?

2. Complete Quality Matters: Designing Your Blended Course
   
a. $200 will be reimbursed upon completion
b. Use the course you will teach as hybrid in this process
3. **Complete New Teaching Institute (NTI)**

   a. 100% Placeholders, 25% complete
   b. Next Series is January 2016 w/ f2f meetings on 8th, 15th, & 29th
4. Submit Course to Hybrid Course Review Committee

   a. 100% complete
   b. 3 Reviewers & revisions
How Can I Get Started?

Your home for UT Hybrid Process Information & Resources:

Center For Teaching & Learning
http://www.ut.edu/ctl/
Part 2: Hybrid Course Exemplars
A showcase of work from your peers
A Hybrid Primer for Students

Colleen Beaudoin
MAT 160: COLLEGE ALGEBRA

COLLEEN BEAUDOIN
BEFORE WE MEET IN PERSON

• SEND EMAIL WELL IN ADVANCE AND AGAIN A WEEK BEFORE CLASS STARTS

• DETAILED SYLLABUS WITH DAILY EXPECTATIONS TO HELP KEEP STUDENTS ON PACE

• WEEKLY REMINDERS
Course organized by weeks

HOME PAGE

Directions for navigating blackboard (screen captures of course and directions included in welcome email)

Start Here

Navigating the Course

Attached Files:  Navigating MAT160 on Blackboard.pdf (296.259 KB)

The syllabus and calendar, along with links for grades and homework, are on the "Course Information" tab to the left. Please be sure to read everything under the Course Information tab. A daily pacing chart/calendar is on the syllabus. The content of the course is organized by weekly tabs to the left. Everything you need for each week is listed on the calendar. All note-taking guides, videos, links, and test reviews are in the weekly folders. Additionally, there is extra help on the "Extra Help" tab to the left. Please refer to this tab when you need help with your calculator or basic math review skills.

Welcome to Hybrid College Algebra

Welcome to College Algebra Hybrid section!

A hybrid course at The University of Tampa is "any course in which students may complete up to 50% of the requirements through Internet access to the course web site with the remainder of the course content delivered in face-to-face (FL) meeting." It says it when you clicked on the course note during registration, but sometimes people don't do that and are surprised when I e-mail them right before classes start. I am confident that you will really like the format of the course and the hybrid delivery. You will benefit from consistency between delivery of online and face-to-face instruction. You will be able to interact with the instructor in person and virtually. Most students say that they really enjoy having the videos of the lessons online. The major benefit, as stated by former students, is that they like being able to pause the videos and having the option of watching them over and over again if a concept is particularly challenging. Another benefit is that you only spend half the amount of time physically on campus. This flexibility allows you to do the other half of the instruction when and where you want to do it. You will find that being engaged in the lessons and communicating with me will be your keys to success.

Note-taking guides are provided for all topics. The guides are "Skeleton" notes. The learning objectives will be taught either in class or online. In class.
## DETAILED SYLLABUS

### MAT 160 College Algebra Hybrid: Summer (Session 1) 2015 (5/25/15 – 7/2/15; 6:00pm – 10:10pm)

**Face-to-Face Meetings on the following Wednesdays:** May 27, June 3, June 10, June 17, June 24, July 1

**Instructor:** C. Beaudoin

Wednesdays are Face-to-Face Sessions; Other dates are recommended pacing to stay on schedule to be successful.

“MMII” refers to My Math Lab; MMII assignments for each chapter are due at 5:00pm on the day of the chapter test on those assignments. (For example, all Ch. F8.1 assignments are due on June 3rd at 5:00pm.) However, students are encouraged to complete assignments on the day they are assigned. Notes must be taken on Note-taking Guides that are posted on Blackboard.

### Terminology

- **Day:** Date of the assignment.
- **Accomplished by:** Method of completion (Online, Face-to-Face, or Hybrid).
- **Topical Learning Objective:** CLOs indicate Course Learning Objective alignment.
- **Assignments:** List of assignments for the day.
- **Assessment Method:** Method of assessment for the day.
- **Approximate Agenda:** Schedule of activities for the day.

### Week 1: 5/26/15 – 5/30/15

<table>
<thead>
<tr>
<th>Day</th>
<th>Accomplished by</th>
<th>Topical Learning Objective</th>
<th>Assignments</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday</strong>&lt;br&gt;May 26</td>
<td>Online</td>
<td>Section F (Foundations Review): Given two points, students will be able to compute distance between them and find the midpoint of the segment connecting them. Students will be able to find the intercepts when given a graph or equation. Students will be able to calculate the slope of a line when given two points or a point and a slope. Students will be able to write equations of lines that are perpendicular or parallel to it. (CLO 1)</td>
<td>1. Read syllabus and calendar provided on Blackboard under the tab titled Course Information&lt;br&gt;2. Read Navigating MAT 160 on Blackboard and familiarize yourself with the course. (This was provided in an e-mail.)&lt;br&gt;3. Print notes for Section F.&lt;br&gt;4. Complete notes as you watch video: Foundations of Algebra Video (The notes will be placed in your notebook for a grade.)&lt;br&gt;5. Register for My Math Lab (Information provided on Blackboard under the tab titled Course Information) <a href="http://www.coursecompass.com/htmlstudent_register.html">http://www.coursecompass.com/htmlstudent_register.html</a>&lt;br&gt;Course ID: beaudouin66665&lt;br&gt;6. Complete MMOI PreRead: How to Enter Answers.&lt;br&gt;7. Complete MMOI Section F.&lt;br&gt;8. Print notes for Sections 1.1 and 1.2 and bring to class to take notes on.&lt;br&gt;Optional: Please sign up at the following websites: <a href="https://www.rnmai.com/login/166651">https://www.rnmai.com/login/166651</a>? You will be prompted to enter your cell phone number. No worries. I won’t post your actual phone number, just your name. Enter your phone number and the app will text you a code to enter on the website. Then, just complete the process by filling in your name, etc.</td>
<td>*Instructor will verify student registered on 1.0.1 (no grade)&lt;br&gt;*Grades earned on MMOI PreRead and 1.0.1 F&lt;br&gt;*Notebook grade</td>
</tr>
<tr>
<td><strong>Wednesday</strong>&lt;br&gt;May 27</td>
<td>Face-to-Face</td>
<td><strong>Approximate Agenda</strong>&lt;br&gt;6:00 – 6:15: Introduction&lt;br&gt;6:15 – 6:50: 1.1 Functions Students will be able to determine whether a relation is a function, find the value of a function, find the domain of a function defined by an equation, and perform operations on functions: (CLO 1 and 3)&lt;br&gt;6:50 – 7:20: Break&lt;br&gt;7:20 – 7:10: 1.2 Graph of a Function: Students will be able to identify the graph of a function and obtain information from or about the graph of a function. (CLO 1 and 3)</td>
<td>1. Complete notes 1.1 &amp; 1.2 in class.&lt;br&gt;*Notebook grade</td>
<td></td>
</tr>
<tr>
<td><strong>Thursday</strong>&lt;br&gt;May 28</td>
<td>Online</td>
<td>Review notes that you took in class for Sections 1.1 Functions &amp; 1.2 Graph of a Function</td>
<td>1. Complete MMOI assignments for Sections 1.1 and 1.2&lt;br&gt;*Grades earned on MMOI 1.1 and 1.2</td>
<td></td>
</tr>
<tr>
<td><strong>Friday</strong>&lt;br&gt;May 29</td>
<td>Online</td>
<td>1.3 Properties of Functions Students will be able to identify odd and even functions from graphs and equations. Using a graph, students will determine whether a function is increasing, decreasing, and constant, and locate local and absolute maxima and minima. Students will be able to find the average rate of change of a function. (CLO 1)&lt;br&gt;2. Watch Khan Academy video: Recognizing Odd and Even Functions <a href="http://www.khanacademy.org/video/recognizing-odd-and-even-functions?playlist=Algebra">http://www.khanacademy.org/video/recognizing-odd-and-even-functions?playlist=Algebra</a>&lt;br&gt;3. Print notes for section 1.3.&lt;br&gt;4. Complete notes as you watch video: Properties of Functions&lt;br&gt;5. Complete MMOI Section 1.3.&lt;br&gt;*Grades earned on MMOI 1.3&lt;br&gt;*Notebook grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Saturday</strong>&lt;br&gt;May 30</td>
<td>Online</td>
<td>1.4 Library of Functions: Piecewise-defined Functions</td>
<td>1. Print notes for section 1.4.&lt;br&gt;2. Complete notes as you watch each video.&lt;br&gt;*Grades earned on MMOI 1.4</td>
<td></td>
</tr>
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</table>
EACH LESSON HAS NOTE-TAKING GUIDES THAT ARE COMPLETED EITHER FACE-TO-FACE OR VIRTUALLY

Note-taking guides I created to hold students accountable for taking notes. This is a 100 level course.

Videos I created and edited using Camtasia software for virtual lessons.
SAMPLE NOTE-TAKING GUIDES

III. Square Roots
Isolate the variable term and take the square root of both sides. You may choose to factor.

1. Solve $x^2 - 64 = 0$

2. Solve $(x - 2)^2 = 81$

IV. Completing the Square
Review: Factor the following and look for a pattern.

1. $x^2 - 10x + 25 = 0$

2. $x^2 + 8x + 16 = 0$

3. $y^2 - 6y + 9 = 0$

4. What do problems 1 through 3 have in common?

Sketch a quadratic function that has two different real solutions.

Sketch a quadratic function that has one real solution (two equal real solutions).
LESSONS LEARNED

• COURSE MUST BE ORGANIZED
• PLAN PLAN PLAN
• A LOT OF WORK MUST BE DONE BEFORE CLASS STARTS
• COMMUNICATE FREQUENTLY
• PUT CHALLENGING CONCEPTS ON-LINE SO STUDENTS CAN WATCHVIDEOS MORE THAN ONCE AND PAUSE AND TAKE BREAKS WHEN NEEDED
Meet Your Instructor

Welcome to the online portion of ECO640! This "Start Here" section will help you identify who is your professor, what is a hybrid course, what is expected of you, and how the online portion works.

Who is your professor?

Hi! My name is Karla Borja, and I'm your ECO640 professor. I am a faculty member at the School of Business (COB) at UT. I have taught MBA courses for almost 10 years and I'm passionate about economic theory and its multiple applications in business. I completed a Ph.D. program in Economics at Claremont Graduate University (CGU) in California. My area of research is international economics in the region of Latin America. I also develop case-study models for MBA courses in the field of Game Theory & Asymmetric Information. You are welcome to visit my webpage to see some of my publications (http://www.ut.edu/KarlaBorja/).

I have lived in Tampa since 2012 with my husband and my five-year-old son Alex. We all love Tampa, the weather, and our community.

What is a hybrid course at UT?

A hybrid course combines 50% elements of traditional classroom instruction (or face-to-face, F2F) with 50% online instruction (ONL).
Week 1: 5/27/15 - 6/2/15

The attached document "Week 1 F2F and Online Activities" provides the following information:
1. Chapters Overview
2. Week 1 F2F & Online activities
3. Week 1 Reading Material & Assignments
4. Grading Policy & Due Dates

Week 2: 6/3/15 - 6/9/15

The attached document "Week 2 F2F and Online Activities" provides the following information:
Discussion Board

Objective: The intention of this online discussions is to encourage lively and informative exchange of ideas about the wonders of economics and the markets.

Instructions:

1. Watch the video.
2. Post a paragraph about your ideas, opinions, and views. Your posting must be clearly linked to an economic theory learned in class. It is expected that you do a preliminary research about the topic so you can provide more insightful ideas. Do more than state agreement or disagreement. The most persuasive opinions are supported by evidence, examples, reasons, and facts.
3. Post your paragraph no later than Fridays at 10 p.m. for full points.
4. Post a second paragraph as a response to at least one classmate’s posting no later than Fridays at 10 p.m.
5. After you have made your contribution, check back a few times to find out how the discussion is evolving. Does someone’s comment make you think twice about your view?

Start now by posting a picture of you and somebody or something that makes you happy!

Postings are worth 20 points each or 40 points total. Please see Rubric on Syllabus before submitting your post.
Media & Readings

in Content Unit

Gina Almerico

Week #1


[Image: Watch Video]

Durham-Barnes Paper

Attached Files: Durham Barnes, Joanna The Balancing Act The Personal and Professional Challenges of Urban Teach [227.53 KB]

Heller Paper

Attached Files: RAK Heller Social-Emotional-Learning.pdf (290.732 KB)
The course objectives that will be taught and assessed are delineated below. The course objectives are explicitly assessed using formal and informal assessments. Specifically, participants will:

1. Define Social Emotional Learning (SEL) in school settings,
2. Explore the meaning of “SEL for teacher and then for students.,”
3. Study and reflect on developmental theories of cognitive and moral development as a foundation for classroom practice pertaining to pro-social behaviors, such as, kindness,
4. Examine philosophy pertaining to SEL, such as, caring for and being kind to others and explore means for manifesting this construct in a classroom setting,
5. Explore a new framework for integrating traditional school subject matter with the practice of pro-social behaviors, such as respect and kindness,
6. Compare, analyze, and assess efforts to implement SEL in school settings;
7. Design curriculum that integrates SEL with classroom practice.

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Mode of Delivery</th>
<th>Learning Objective(s)</th>
<th>Activities/Assignments</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| Week 1        | F2F              | 1, 4                  | Introductions and Course Overview /When Teachers Take Care of Themselves  
Morning:  
Guiding Question: Who is this person I call teacher?  
WATCH 1st - Feature film clip: Charlotte’s Web – “You have done so much for me.”  
Video:  
Rita F. Pierson: Every Kid Needs A Champion. May 2013. See:  
http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en  
Readings: (presented below chronological order by publication date, to be read in said order – this week only)  
• Heller, Raphael. “Social Emotional Learning” in From Practice to Policy. | Class Discussion and Lecture & Rubric |
## Course Alignment Table w/ Objectives & Format

Gina Almerico

<table>
<thead>
<tr>
<th>Week</th>
<th>Delivery</th>
<th>Days</th>
<th>Objectives</th>
<th>Class Discussion and Lecture &amp; Rubric</th>
</tr>
</thead>
</table>
| Week 4 | Online | 2, 3, 6, 7 | Understanding Cognitive and Moral Development/Implications for SEL Classroom Practice:  
  Guiding Questions: What are the implications of a developmental study of  
  cognitive, moral and social development as concerns social and emotional learning?  
  What might the concepts or tactics from this week’s materials “look like” if played out in your classroom?  
  Feature film clip: Ramona and Beezus – “Let’s me and you draw the longest picture in the world.”  
  Readings:  
  - Foster, Michelle. “Foreword” by Lisa Delpit plus “Everett Dawson” and “Etta Joan Marks” In Black Teachers on Teaching. New York: New Press, 1997 | Online discussions, assignment submission & Rubric |
| Week 5 | F2F | 2, 3, 5, 6, 7 | Putting Theory into Classroom Practice: Kindness in the Classroom Morning:  
  Guiding Questions: How can we evaluate and compare SEL programs in action?  
  What might the concepts or tactics from this week’s materials “look like” if played out in your classroom?  
  Video Lecture: Social and emotional fitness | Kim Schonert-Reichl | TEDxLangleyED  
  Feature film clip: The Watsons Go to Birmingham – Byron comforts Kenny  
  Readings:  
  - Schonert-Reichl Kimberly A. and Hymel, Shelley, “Educating the Heart as Well as the Mind: Social and Emotional Learning for School and Life | Class Discussion and Lecture & Rubric |
First two weeks in class
50% of the course material

• Last 4 weeks online
Remaining 50% of the course material
| Week 2: 6/4 Thursday | One samples means test  
Non parametric alternative test  
Exam review | Review Chapter 8  
Learning checks pg. 216 #4 and pg. 220 #1  
**In focus** page 228, upload table 8.6 1 pt. |
|---|---|---|
| Week 3: Begins online portion of course 6/8 | **Exam II on 6/8 online**  
Dependent samples t-test and SPSS video  
Alternative tests for nonparametric data video  
Independent samples t-tests and SPSS video  
Alternative tests for nonparametric | Review Chapter 10  
Project 2 due Friday 6/12 by midnight - worth 35 points  
**Learning checks**: pg. 264 (#1), pg. 267(#4)  
**Factual pg. 280 – #1, 5, 9 – 3 pts.**  
Upload table 10.8 of SPSS from **In focus** pg. 276, state null hypothesis and whether we reject or fail to reject. – 1 pt. |
Week 1 - August 31

This week we will review the syllabus and course structure and I will disseminate your SPSS software codes for installation.

F2F: We will cover important course structural content. Please bring your laptop to class.

Online: Complete the assignments and readings in the syllabus

Soon we will begin using SPSS software- make sure you have it downloaded to your computer!

Week 2 - September 7

This week we will talk about research and research articles.

F2F: In class we will talk about search strategies for uncovering your questions.

Online: You have multiple assignments this week to complete. You will want to read the chapters and take the quizzes as well as critique the uploaded article and create a summary of five article’s research needs.
Welcome to HSC 618, Professional Issues and the Practitioner. My name is Ronda Sturgill and I will be your instructor during the course. I recently finished my 6th year of teaching at The University of Tampa. I look forward to our journey with the hybrid course format. Please let me know if I can assist you as we go through the course. I can be reached by phone at 813-257-3445 or by email at rsturgill@ut.edu. I will make every attempt to respond to your email within 24 hours.
<table>
<thead>
<tr>
<th>Week 11 – 3/31</th>
<th>Administrative issues in exercise and nutrition science. Principles of administration. Effective administration; conflict resolution; decision-making strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online:</td>
<td>Course Readings (prior to class): Available on Blackboard</td>
</tr>
<tr>
<td>F2F:</td>
<td>Administrative issues in exercise and nutrition science professions will be presented and discussed in class by the instructor.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Week 12 – 4/7</th>
<th>Professional development in the workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online:</td>
<td>Course Readings (prior to class): Find and read a professional refereed journal article related to professional development in the workforce. Read the article prior to class and be prepared for class discussion.</td>
</tr>
<tr>
<td></td>
<td>Assignments: Refereed Journal Article Critique Due 4/11 Discussion #5 Due 4/11</td>
</tr>
<tr>
<td>F2F:</td>
<td>Discussion of professional journal articles.</td>
</tr>
</tbody>
</table>
Discussion #4

Availability: Item is no longer available. It was last available on Apr 10, 2015 11:59 PM.

Please discuss how you intend to use the reviewer feedback to enhance aspects of your interview skills in the future. What did you notice about your interview skills? What answer do you feel was the best representation of your interview skills? What areas would you like to improve on?

Optimal Job Search Interview Access

Attached Files: Optimal Job Search - Exercise Science and Nutrition_How to Access.pdf (430.539 KB)

Mock Interview Groups

Please upload your mock interview through the discussion board in your group. Provide feedback to the other group members using the Mock Interview Rubric. You will need to scan and upload the rubric into the discussion.

Mock Interview Rubric

Attached Files: Mock Interview Rubric.pdf (364.322 KB)
"Why Study Statistics?" Intro
Raymond Papp
Calculate the p-value and compare to $\alpha$

(For a two-tail test the p-value is always two-tail)

$\alpha/2 = .025$

- Reject $H_0$: $Z = -2.47$
- Do not reject $H_0$: $Z = 0$
- Reject $H_0$: $Z = 2.47$

$p$-value = 0.0136:

$P(Z \leq -2.47) + P(Z \geq 2.47) = 2(0.0068) = 0.0136$

Reject $H_0$ since $p$-value = 0.0136 < $\alpha = 0.05$
Calculate the p-value for the following conditions and determine whether or not to reject the null hypothesis.

a) one-tail test, \( z = 1.10 \), and \( \alpha = 0.02 \)

b) one-tail test, \( z = -2.75 \), and \( \alpha = 0.10 \)

c) two-tail test, \( z = 2.60 \), and \( \alpha = 0.02 \)

d) two-tail test, \( z = -1.51 \), and \( \alpha = 0.01 \)

Click here to view page 1 of the cumulative probabilities for the standard normal distribution.
Click here to view page 2 of the cumulative probabilities for the standard normal distribution.

a) The p-value is \[ \boxed{[0.0111]} \]

(Round to four decimal places as needed.)
A random variable follows the continuous uniform distribution between 60 and 100. Calculate the following quantities for the distribution.

a) \( P(x > 60) \)  
   (Type an integer or decimal rounded to three decimal places as needed.)

b) \( P(x > 70) \)  
   (Type an integer or decimal rounded to three decimal places as needed.)

c) \( P(x > 93) \)  
   (Type an integer or decimal rounded to three decimal places as needed.)

d) \( P(x = 86) \)  
   (Type an integer or decimal rounded to three decimal places as needed.)

e) The mean of this distribution is 80.  
   (Type an integer or a decimal.)

The standard deviation of this distribution is 11.55.  
(Type an integer or decimal rounded to two decimal places as needed.)
Results from entire course to date.

<table>
<thead>
<tr>
<th>Results from entire course to date.</th>
<th>Correct/Total</th>
<th>Score</th>
<th>Time Spent</th>
<th>Date Worked</th>
<th>Actions</th>
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<tbody>
<tr>
<td>Homework #9</td>
<td>Review</td>
<td>7/25</td>
<td>28%</td>
<td>1h 28m 19s</td>
<td>11/17/15 2:36pm</td>
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<tr>
<td>Homework #8</td>
<td>Review</td>
<td>25/25</td>
<td>100%</td>
<td>3h 52m 58s</td>
<td>11/17/15 5:44pm</td>
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<tr>
<td>Homework #7</td>
<td>Review</td>
<td>25/25</td>
<td>100%</td>
<td>7h 42m 31s</td>
<td>11/03/15 10:40pm</td>
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<tr>
<td>Excel</td>
<td>Review</td>
<td>100/100</td>
<td>100%</td>
<td>1h 37m 14s</td>
<td>11/01/15</td>
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<tr>
<td>Exam #2: Chapters 4-6</td>
<td>Review</td>
<td>75.42/100*</td>
<td>75.42%</td>
<td>11/19/15 11:42am</td>
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<tr>
<td>Homework #6</td>
<td>Review</td>
<td>25/25</td>
<td>100%</td>
<td>5h 54m 47s</td>
<td>11/13/15 11:25pm</td>
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<tr>
<td>Homework #5</td>
<td>Review</td>
<td>25/25</td>
<td>100%</td>
<td>10h 28m 24s</td>
<td>10/30/15</td>
</tr>
<tr>
<td>Homework #4</td>
<td>Review</td>
<td>25/25</td>
<td>100%</td>
<td>4h 39m 20s</td>
<td>11/03/15 1:54pm</td>
</tr>
<tr>
<td>Exam #1: Chapters 1-3</td>
<td>Review</td>
<td>81.57/100*</td>
<td>81.57%</td>
<td>1h 28m 54s</td>
<td>11/19/15 11:34am</td>
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**Overall Score:** 86.2%
THANK YOU!

Your home for UT Hybrid Process Information & Resources:

Center For Teaching & Learning
http://www.ut.edu/ctl/